

DePaul University
School for New Learning HC 277
Course Syllabus: “Crime and Violence: Law Enforcement in America” (DRAFT)
Term: Autumn 2009

Faculty Rev. Dr. William J. Wassner
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Location Oak Forest Campus

Time Saturdays from 9:00 a.m. to 12:00 p.m.
Attendance is mandatory. Note Policy Statements.

Dates 10 September – 24 November 2009

Credit Hours 4

Competencies Offered

A-4: Can analyze a problem using two different ethical systems.

1. Identifies and describes an ethical issue or problem.
2. Discusses the distinctive assumptions of two different ethical systems.
3. Analyzes the problem by comparing and contrasting how these two different systems would apply to that particular ethical issue or problem.

H-2-X: Can explain the development, roles, and maintenance of police departments as social institutions.

1. Defines the term social institution
2. Explains how police departments' roles have developed as institutions to serve society.
3. Identifies problems in the evolution of this social institution(s).

H-3-G: Can analyze the impact of the police, as social institutions, on individuals both as participants and consumers.

1. Identifies the characteristics of the police as a social institution.
2. Articulates criteria for analyzing the impact of this institution on individual development.
3. Analyzes the impact of this institution.

S-3-F: Can analyze the integration of new technology into police procedures from at least two perspectives.

1. Identifies how technology has reshaped police roles.
2. Analyzes the significance of the integration of new technology into that field from at least two different perspectives (for example, historical, ethical, sociological, economic, aesthetic, or scientific).

Introduction to the Instructor

Bill Wassner is the pastor of St. Peter's UCC in South Bend, Indiana and the Executive Director of the United Religious Community in St. Joseph County. He has worked as an Addictions Counselor and continues to serve as a volunteer chaplain with the Indiana State Police assigned to the Indiana Toll Road. He has taught at the School for New Learning since 2001 conducting the courses, *The Divine Dialogue*, *Critical Thinking*, *Ethics*, *Crime and Violence: Law Enforcement in America*, and *Research Seminar*. He has also served as faculty for Christian Theological Seminary in Indianapolis, Indiana. He holds masters and doctoral degrees from the University of Chicago Divinity School, Christian Theological Seminary, and Capella University.

Course Description

This course examines the stresses and complexities in the policy development and implementation of law enforcement efforts in America today. The course will consider the purpose and critique of methods of deterrence and punishment. In addition, care will be taken to better understand the myths and realities of criminal behavior today, the role of incarceration, and the toll on society and law enforcement officers as well. While there are many causes of the current tragedy, the core focus will be on the criminal justice system. The goal of this course is to assist students in building bridges of understanding in today's highly charged socio-political world characterized and fueled by competing standards and goals, and to consider their roles in the development of a just society.

SPECIAL NOTE: THIS CLASS IS A HYBRID (THAT IS, WE WILL NOT MEET EVERY WEEK BUT DO WORK VIA THE INTERNET. EACH WEEK IS LABELED AS SUCH).

Required Texts

Currie, Elliott (1998). *Crime and Punishment in America*. (\$15.00)
Oxford University Press. ISBN: 0805060162

Tonry, Michael (2006). *Thinking About Crime. Sense and Sensibility in America's Penal Culture* (\$17.95)
Henry Holt & Company. ISBN: 019530490X

There are numerous used copies available on Amazon.com and Half.com.

NOTE: Several articles assigned and available on Blackboard

Evaluation Techniques and Criteria

Each student will be evaluated on active participation in the following activities:

1. Attendance
2. Class discussions in small and large groups
3. Completion of assigned readings and participation in paper presentations
4. A Final Research Paper reflecting on a crime, violence, or law enforcement issues specifically in one's competency area of not less than 15 pages and including no less than 10 sources utilized within the paper.

NOTE: The instructor will abide by the University's guidelines on academic integrity (see policy in addenda below on page 6)

Research Paper Guidelines

The student is required to have a minimum of ten references for each paper. While students may (and should) use our textbooks and Blackboard articles as potential references, at least five must be books or peer-reviewed journal articles not a part of our course materials. Care must be taken to write the paper and cite all sources correctly according to MLA style. The DePaul Writing Center is a good resource.

Please note the following specific statement focusing on plagiarism:

The DePaul Student Handbook defines plagiarism as follows: "Plagiarism includes but is not limited to the following: (a) The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or in part, without proper acknowledgement that it is someone else's. (b) Copying of any source in whole or in part with only minor changes in wording or syntax even with acknowledgement. (c) Submitting as one's own work a report, examination paper, computer file, lab report or other assignment, which has been prepared by someone else. This includes research papers purchased from any other person or agency. (d) The paraphrasing of another's work or ideas without proper acknowledgement." Plagiarism will result in a failure of the assignment or possibly of the course. If you are unsure of how to cite a source, ask!

NOTE: Assignments are due without exception on given dates. Please note Policy Statements.

Policy Statements: Crime and Violence

1. SNL Attendance Policy

Attendance is mandatory in SNL courses. Students and faculty are expected to arrive on time, and to participate in every scheduled class session. Specific course policies can be listed in the course syllabus, and acceptance of the syllabus indicates agreement to policies outlined in that document. Missing class makes assessment a difficult process, and all students who miss any classwork are subject to grade reduction by the faculty. Students who miss more than 10% of any given course are subject to failure.

2. SNL Incomplete Policy

In Fall Quarter 2001, the School for New Learning began enforcing a recently approved policy on the issuance of the grade of Incomplete (IN) in all undergraduate courses. Overall, the policy is intended to provide specific information to students about their responsibilities in making up Incompletes and the implications of neglecting IN grades. <http://condor.depaul.edu/~snl/service/useful2.htm>

NOTE: Three absences and/or late assignments (in any combination) will constitute failure.

CLASS SCHEDULE (subject to change)

Session 1 – Saturday September 12th (Blackboard)

Read For Next Week on Blackboard:

Farrell & Clark, What does the World Spend on Criminal Justice?
OJDP Juvenile Offenders and Victims (2006 national report)
McBride, Covering Crime: How the Media Covers Violence

Due for Friday, September 18th:

Two page typed paper on what you expect to learn and to accomplish in this course (which may also be a "trial balloon" for your Final Paper).

Please submit to bstpeters@juno.com and also in Blackboard Discussions.

Note: Each student must respond to at least two other students' submissions in Discussion Board area within 1 week of submission date.

Session 2 – Saturday September 19th (Classroom)

Introductions, Syllabus Overview, and Confirmation of Assignments

Discussion –

NCVC Key Findings: Crime in the United States (2004)

Mid-Year 2007 Report: National Law Enforcement Officers Memorial Fund

The Reality of Crime in America with youth, Statistics, and the Role of the Media

Read For Two Weeks in Primary texts:

Tonry, Thinking About Crime, chapters 1-2

Currie, Crime and Punishment in America, chapters 1-2

Session 3 – Saturday September 26th (Classroom)

Definitions and Challenges

Read For Next Week on Blackboard:

Arrigo, Punishment, Freedom, and the Culture of Control

Briggs, et al, The Effect of Supermaximum Security Prisons

Levitt, Understanding Why Crime Fell in the 1990s

Lutze, Boot Camp Prisons and Corrections Policy

Goldberg, Surplus Value: The Political Economy of Prisons

Due for Friday, October 2nd:

One page Proposal for Final Projects/Papers

Please submit to bstpeters@juno.com and in Blackboard Discussion area.

Note: Each student must respond to at least two other students' submissions in Discussion Board area within one week of submission date.

Session 4 – Saturday October 3rd (Classroom)

The Politics and Myths of Incarceration

Read For Two Weeks in Primary texts:

Tonry, Thinking About Crime, chapters 5 & 8

Currie, Crime and Punishment in America, chapter 5

Read For Two Weeks on Blackboard:

Serpas, Illegal Gun Crimes: A View From the Streets

Martin, et al, Trends in Alcohol Use, Cocaine Use, and Crime: 1989-1998

Vacha and McLaughlin, Risky Firearms Behavior in Low-Income Families of Elementary School Children

Due for Friday, October 9th:

Three page typed paper on the philosophy of incarceration as a crime deterrent (or with reference to chosen Project)

Please submit by to sbstpeters@juno.com and also in Blackboard Discussions.

Note: Each student must respond to at least two other students' submissions in Discussion Board area.

Session 5 – Saturday October 10th (Blackboard)

Work on Final Papers

Read For Next Week on Blackboard:

Pustilnik, Prisons of the Mind
Taylor, Mental Disorder and Crime

Session 6 – Saturday October 17th (Classroom)

It's Broke, But How do We Fix "It?"
The Role of Poverty and Mental Illness on Drugs and Crime

Read for Next Week on Blackboard:

COPS Data
FBI Reports
The Heavy Badge
Dying From the Job
The Negative Influence of Police Stress
Causes of Police Law Enforcement Deaths (1997-2006)

Due for Friday, October 23rd:

Rough Drafts of Final Project

(Note: Minimum of Seven pages with Bibliography)

Please submit to sbstpeters@juno.com and also in Blackboard Discussions.

Note: Each student must respond to at least two other students' submissions in Blackboard Discussion Board area within one week of submission date.

Session 7 – Saturday October 24th (Classroom)

The Toll on Law Enforcement Officers and Servants

Work for Next Week: Papers

Session 8 -- Saturday October 31st (Blackboard)

Individual Correspondences on Final Papers with Instructor via phone and Discussion Board

Session 9 -- Saturday November 7th (Classroom)

Individual Presentations on Papers
Conferences on Final Papers

Session 10 – Saturday November 14th (Classroom)

Final Thoughts & Course Evaluation

Due for Friday, November 20th: Final Papers

Please submit to sbstpeters@juno.com and also in Blackboard Discussion area

Session 11 – NO CLASS

Addenda

DePaul University Academic Integrity Policy

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society, and to the pursuit of knowledge and the transmission of ideas. Violations include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources; alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.



For more information visit: <http://www.depaul.edu/writing/>

06/5/2009 WJW

